DOCUMENT RESUME

ED 482 242 SP 041 810

AUTHOR	Ragland, Rachel G.
TITLE	Best Practices in Professional Development: Meeting Teachers at Their "Point of Need".
PUB DATE	2003-10-00
NOTE	38p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Columbus, OH, October 15-18, 2003).
PUB TYPE	Reports - Descriptive (141) -- Speeches/Meeting Papers (150)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	Academic Achievement; *College School Cooperation; Educational Change; *Faculty Development; Higher Education; *History Instruction; Inservice Teacher Education; Knowledge Base for Teaching; *Partnerships in Education; Secondary Education; Secondary School Teachers; Teacher Competencies; Teaching Skills; United States History
IDENTIFIERS	*History Teachers; Student Engagement

ABSTRACT

Middle and high school American history teachers in Lake County, Illinois, use an innovative model of professional development created through collaboration between higher education institutions and public school districts. Goals of McRAH (Model Collaboration: Rethinking American History) are to (1) raise student achievement and engagement by improving teachers' knowledge, understanding, teaching strategies, and appreciation of American history and (2) develop, evaluate, and disseminate a high quality, cohesive model of inservice professional development for grade 6-12 American history teachers, including collaboration with history professors and teacher educators at scholarly institutions. McRAH was precisely tailored to the needs of participating teachers based on work with the first cohort of fellows. Planners determined that teachers needed professional development to improve instruction, raise student achievement and engagement, and improve teacher status and engagement. Data gathered before and after the summer institute indicated that pre-intervention, teachers' practices were heavily teacher-centered, lecture-based, and focused on covering and retaining factual material. However, the institute successfully met teachers' concerns and needs, with teachers becoming more student-centered and reflective. Six appendixes include the McRAH grant table B (participant activities), McRAH grant table A (McRAH design); phase one needs assessment; McRAH strategies; McRAH Peer Observation Team Observation/Conversation Strategy Checklist; and participant survey on use and concerns regarding McRAH strategies. (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 482 242

Best Practices in Professional Development: Meeting Teachers at their "Point of Need"

Rachel G. Ragland, Ed.D.
Assistant Professor of Education
Lake Forest College
Lake Forest, Illinois 60045

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
Rachel G. Ragland
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
1

Mid-Western Educational Research Association
2003 Annual Meeting
October 15- 18, 2003
Columbus, Ohio

SP041810

BEST COPY AVAILABLE

A promising, innovative model of professional development is currently being used with middle school and high school teachers of American History in Lake County, Illinois, created through collaboration between higher education institutions and public school districts. This professional development collaboration is the result of a grant from the U.S. Department of Education's "Teaching American History" project. The recipient of the grant award, totaling almost $922,000 was the public school district of Waukegan, IL and its principal partners are Lake Forest College and the Chicago Historical Society. As defined by the Department of Education, the purpose of the grant program is to "raise student achievement by improving the quality of teaching by strengthening teachers' knowledge, understanding and appreciation of American history." This program is called McRAH (A Model Collaboration: Rethinking American History) and the author serves as the Assistant Academic Director of the program.

McRAH is designed to achieve two fundamental goals: 1) Raise student achievement and engagement by improving teachers' knowledge, understanding, teaching strategies and appreciation of American history; and 2) Develop, evaluate and disseminate a high-quality, cohesive model of in-service professional development for grade 6-12 teachers of American history, including collaboration with scholarly institutions. To assess progress toward these goals, McRAH participants are evaluated on four aspects. We look to see if teachers: 1) demonstrate a clear rethinking of the teaching of the traditional American history survey courses, 2) devise teaching strategies for engaged learning, 3) devise professional development models which include collaboration and 4) disseminate improved practices to other teachers. McRAH's three-year program began with a first cohort of twenty-two teachers from Waukegan District #60. In the second year eleven of the teachers continued in the program as "fellows", and a second cohort of twenty-two new teachers from Waukegan and other districts in surrounding Lake County was added.

Successful professional development faces many challenges. Three specific challenges addressed by this model were the need to achieve content relevant goals, the continuation of the model over the long-term, and the necessity to meet the teachers at their "point of need." Each of these challenges will be addressed in the discussion of the McRAH program, its design and implementation. The most crucial challenge, given the structure of the program, was to meet the teachers at their "point of need". This will be addressed first.

One of the distinctive features of McRAH is that it is precisely tailored to the needs of teachers in the participating school districts, pioneered by Waukegan teacher-leaders, who formed the first cohort, now called fellows. In order to understand the "point of need" at which the first cohort began the program some background on Waukegan, IL. is helpful. Waukegan is a working-class satellite city of Chicago; its current population of 80, 000 is comprised of approximately equal proportions of African-American, White, and Hispanic residents. The city of Waukegan's unemployment and poverty rates exceed those for the county, state, and nation. Community Unit School District #60, Waukegan, IL, reflects the situation of Waukegan itself. 54.2% of the middle and high school students are Hispanic; 27.35% are African-American; 15.8% are White, and 2.65% are Asian. In 2000, Waukegan High School's per-pupil instructional expenditure was $3,888, 9.4% less than the state average, and 29% less than a nearby Lake County district in Libertyville, IL. 58.2% of Waukegan middle and high school students' families are classified as low-income; 54% of the students in the district are on the free or reduced lunch program. Waukegan's high school and five middle schools exhibit many of the typical warning signs of at-risk students: poverty, high chronic truancy (18.97% overall--30.8% in the High School), a high mobility rate (25.58% of the students--46.4% in the high school—enter or leave school each year), a high attrition rate, (almost 37% of the intended class of 2001 left school between tenth and twelfth grade), and low academic achievement (ISBE 1999-00).

Relevant to this program, Waukegan middle and high school students' overall social studies scores on the 2000 Illinois Standards Achievement Test were below the state average, and the Cognitive Abilities Test social studies score decreased four points from the previous year. Another factor affecting the teachers' with whom we are working is that District 60 is currently on the Illinois State watch list due to its financial straits, making professional development a very low priority indeed, to be funded exclusively from grants. Waukegan teachers across the district are, on average, less experienced than other teachers in Illinois, averaging twelve years experience, almost three years less than the state average. They tend to have a lower average educational level (42.3% have a Master's or higher degree as compared to 46.6% for the state average). Only nine of the twenty-six Waukegan High School social studies teachers have U.S. history endorsements or undergraduate majors in history, and only five more have endorsements in other history areas; of the twenty-five who teach some social studies in the middle schools, there are only five trained in U.S. history and two trained in other history areas.

It was clear, then, that teachers in the Waukegan School District were in need of professional development in order to improve instruction, raise student achievement and engagement, and improve the status and thereby the retention of middle- and high school teachers. The predominantly working-class, urban, multi-ethnic community of Waukegan stands out in Lake County, IL, against the background of much more affluent, more homogenous, suburban communities. Thus, by bringing together middle- and high school American history teachers from around Lake County in the second year in an ongoing conversation about American history and its instruction we help teachers from diverse districts with differing backgrounds and access to educational resources unite in an effort to better educate their students and to equalize the disparity of resources among their districts. By bringing together history professors, college teacher-educators, and middle- and high school history teachers in a shared project of creating better education, A Model Collaboration: Rethinking American History is seeking to overcome the many differences that can divide the American educational community. Secondary and postsecondary teachers from varying developmental perspectives are engaged in a continuous conversation about improving the student experience of American history.

The author's role as Assistant Academic Director involves curriculum design for all aspects of the program, including summer institutes, Saturday workshops and symposia. Responsibilities include ongoing observation of the teachers, development of collaboration tools, including the McRAH website and bulletin board, and development, administration and analysis of the needs assessments of each cohort. This translates as operationalizing, or putting into practice, most of the elements of the design of the program. What follows is a more detailed description of the three-year plan of the McRAH program.

After funding in the fall of 2001, the first cohort of twenty-two grade 6-12 teacher-participants, from District #60 were recruited. In the spring of 2002 each teacher responded to a detailed three-part survey of their needs and concerns regarding their teaching of American History. In April 2002 a one-day symposium was held on the Lake Forest College campus. A Saturday was chosen in order to address the shortage of substitutes in District #60. Participants met the Program faculty and learned the goals and objectives of McRAH. In the summer of 2002 a three-week institute was held, taught by history and education professors from Lake Forest College, Loyola University Chicago and Northwestern University, in collaboration with the Chicago Historical Society. District 60 participants focused on improving their knowledge of

and appreciation for American history, as well as on key pedagogical skills identified in the needs assessment. Following the summer institute teachers were asked to complete a detailed portfolio process in order to continue in the program. At this point eleven of the original twenty-two participants became McRAH "Fellows" and continued in the program. During the academic year 2002-03 a series of six Saturday workshops was held, along with a continuous series of visits with teachers in their classrooms for consultation, assessment, and support. Fall 2002 saw the recruitment of a second cohort of twenty-two teachers from various Lake County districts. This second cohort completed a detailed needs assessment, and both groups of teachers attended a one-day symposium in spring 2003. In July 2003 a two-week institute was held with history and pedagogy sessions and collaborative working groups. Waukegan fellows co-taught sessions with professors, cross-district teams developed revised thematic units across the scope and sequence of the American history curriculum, and peer networks were established for mentoring and collaboration. The current academic year 2003-04 will see self-study of practice by teacher-participants, including action research projects undertaken by the fellows, dissemination of improved practices to peers, and peer observation teams for assessing and improving teaching practices and student engagement. There is continuing assistance of program faculty, as mentors and classroom observers, as well as a focus on the establishment of networks of peer mentors among participants, to insure continuing assessment and improvement. A group of participants are scheduled to present at a national conference of history teachers in November 2003. In the final summer of 2004 a concluding symposium will be held on the LFC campus, in which program participants and their students will present their work and make plans for the institutionalization of their professional collaboration. After 2004 we foresee a continuing electronic and social network of grade 6-12 American history teachers, American historians, and teacher-educators, for sustained collaboration, as well as the development of various print and on-line materials that can be used to adapt McRAH to any metropolitan area in the country.

See Appendix A – (grant proposal Table B)

The philosophy behind the structure of the grant is evident in the design just described. We believe in the efficacy of long-term mentorship and classroom follow-up as part of professional development efforts. We believe that content knowledge (historical knowledge) needs to be coupled with pedagogical content knowledge (how to teach history) in order to be meaningful. Hence, history professors were chosen who are also award winning teachers and

education professors were also content knowledgeable. As we are now engaged in the final year of our program we are seeing evidence that the thoughtful design of our program is yielding positive results.

As this discussion is focused on professional development, it is important to take a detailed look at the second goal of McRAH, the professional development goal of the program. This goal is to develop, evaluate and disseminate a high-quality, cohesive model of in-service professional development for grade 6-12 teachers of American history, including sustained and ongoing collaboration with scholarly institutions in their local areas. This goal was further delineated into specific objectives to be measured by specific outcomes, which are as follows. The first objective states that participants would promote collegiality, diminish the sense of isolation, and enhance a sense of professionalism, through professional development models that include collaboration with Lake Forest colleagues, one another, and The Chicago Historical Society. This objective is measured by an increase in teacher-initiated consultations with other school districts, colleges, and historical organizations and the development of collegial networks --electronic and social--and assessment tools for the use of study groups, supervisors, administrators and mentors.

The second objective looks to see participants disseminating improved practices to other teachers, by such means as print and on-line teacher portfolios, with lesson and unit plans, student work samples, videotapes of lessons, as well as increased and continuing assessment and sharing as part of improved practices. This is happening through our website (www.lfc.edu/mcrah), through peer observation teams and ongoing collaborations. A set of action research projects being undertaken by the Waukegan Fellows will be shared at the final symposium and in published form. See Appendix B – (grant proposal Table A)

Successful professional development faces many challenges, including the necessity to meet the teachers at their "point of need." The design for this model has included an extensive, multi-phase needs assessment of incoming teachers to insure that subsequent program elements have been tailored to meet the range of teacher participants at their "point of need." In additional, a series of concerns-based survey instruments using a developmental model of teacher development have been employed. The first cohort completed a three-part needs assessment involving a written survey (See Appendix C – Phase One Needs Assessment), individual follow-

up interviews with artifact and data collection, and in-class observations of all teachers by the McRAH staff. The information collected formed the basis for design of the future activities including a college and university faculty-training day in March 2002, a one-day introductory symposium for teachers in April 2002, and the three-week summer institute in June 2002.

The preliminary needs assessment revealed a low level of preparation in the content of U.S. History for most teachers. Practices teachers were engaged in were not research-supported practices for increasing student engagement or achievement in history. More specifically, 100% of the first cohort indicated on the written survey that they used class discussion most often. However, from subsequent interviews and classroom observations it was determined that in reality this technique was better described as teacher-centered recitation, rather than discussion. Interviews also revealed the teachers' strong desire to have meaningful, higher-order discussions with their students. At the same time, the interviews revealed a sense of defeatism that this desire could be realized with Waukegan students as their reading levels and motivation levels were seen as too low for this type of instructional interaction to take place in their classrooms.

Analysis of the needs assessment also indicated that teachers thought the most important strategies to learn about were project based learning and "doing history." They indicated the least interest in learning about thematic approaches to history, use of primary documents, artifact analysis and use of first person narratives. As these are all key history-teaching strategies, these areas became the focus of the summer institute sessions. The program faculty had the challenge of convincing the teachers of the value of these strategies, as well as giving them practical techniques for successfully integrating them into their practice.

Before the institute teachers expressed a desire to change and improve their practices to better engage students while continuing to express the defeatism mentioned earlier. Teacher concerns expressed in the needs assessment process also centered around a strong desire for the professors to understand Waukegan students and their cultural norms. It was important to them that the McRAH experience be practical in nature and provide "easy to use", hands-on activities that were effective, engaging, motivating and well liked by students and tailored to urban students. They reminded us that strategies needed to help LEP (Limited English Proficient) and low reading ability students improve language, reading, writing and learning skills. Strategies that help students to see the significance and implications of events studied in a global perspective in order to produce well-rounded, informed and inquiring citizens, not historians,

were also an expressed goal. Overall, the importance of developing strategies and resources in addition to expanded content knowledge was stressed. In terms of the goals teachers expressed for the participation in McRAH, they most often wanted: chances to brainstorm, collaborate and express creative ideas with colleagues and program faculty; to solidify and expand content knowledge and their ability to place facts within the context of recurring themes and patterns; enhance teaching abilities as classroom facilitators, with new, exciting and innovative strategies and techniques; make American history useful, applicable, relevant and alive for students; enhance teachers' knowledge and strategies in order to help students meet standards and improve performance on standardized tests; and establish a network of educational resources, human and technological. Addressing these concerns also became the basis for the design of the faculty preparation day before the summer institute, as well as the subsequent symposium and institute. Positive results have been seen in all these areas of concern at this point in the process, as will be detailed later.

Evidence gathered after the summer institute indicated our attempts to structure the institute to meet the teachers' concerns and point of need were successful. Prior to the summer teachers' practices were heavily teacher-centered, lecture based and focused on coverage and retention of factual material. In the final evaluations immediately following the institute, teachers' responses to a prompt on "history teaching is…" revealed a remarkable change in attitude and perception about best practices in history teaching. Their responses now included statements such as history teaching is: making history come alive for students; being interactive and student-centered; causing students to question, analyze, postulate and think like historians, seeing the bigger picture by connecting to themes; engaging students to share what they think about events, their lives and communities; helping students to make personal connections with history; developing "historical habits of thought" in students; looking at resources beyond the textbook; ambiguity, complexity and multiple points of view; being selective in what is taught; and using primary documents, artifact analysis, critical thinking, analyzing and synthesizing of information to help students understand WHY things happen in history. These statements are a clear reflection of the "McRAH Strategies" that emerged from the summer institute, and are in stark contrast to the pre-institute responses. (See Appendix D – McRAH Strategies)

Observation data from June of 2002 (before McRAH) as compared to October 2002 (after the first summer institute) began to show teachers putting these changed attitudes into

practice. An increase in student activity vs. teacher-directed instruction was observed. Teachers commented on an increase in student engagement measured by time-on-task and decreased number of referrals for disciplinary problems. The increase in engagement was also evident in evaluations done through frequent observations of teachers' classrooms. McRAH realized successes as seen in the changes in instructional practices, as well as in an increased pride and sense of professionalism among the teachers. There was also an increase in the desire of teachers to share their work with others through participation in professional conferences around the country, willingness to share instructional "stories" and products during Saturday follow-up sessions with colleagues, and through successful individual applications for teaching grants to community organizations. The Waukegan fellows created, on their own initiative, a newsletter, "McRAH Milestones", that they wrote and distributed throughout the district. Its third issue has now been completed. All of these activities demonstrate clearly the fulfilling of the professional development goals of McRAH, particularly in regard to the objective of observing an increase in collegiality and sense of professionalism and a decrease in a sense of isolation.

The most progress on instructional change was seen in a renewed emphasis upon formulating lesson plans emphasizing the process of historical analysis through the use of multiple primary resources, skill in primary document interpretation, and analysis of statistical data and tables. There was also substantial measurable progress in teachers using far more on-line resources in their instruction. They used them as references in lecture and discussion and in activity and research project design. Teachers were involved in intense reflection and resourcefulness to bring about changes in their classroom teaching. This ownership of the process and sense of professionalism and responsibility have led to an ongoing increase in teaching history thoughtfully.

Each teacher also established a set of personal goals for instructional change. These goal statements were used by teachers for self-assessment and by project faculty to guide and support teacher progress. Fellows have become comfortable with project staff in their classrooms and have initiated contacts with faculty frequently, including an unscheduled - but welcome - visit to a professor during his office hours at the college. Project consultants and faculty visit classrooms on a weekly basis to provide feedback, support and evaluation. Teachers communicate their needs with staff through on-line communication as well. These are examples of outcomes anticipated for our professional development objectives.

Other benefits of the project have been seen in the increased pride and sense of professionalism in the fellows about their role as teachers. There has been an increase in the amount of time and energy devoted to instructional planning. During the first academic year following McRAH, teachers reported an additional one to two hours per day of time spent planning lessons. Observations frameworks incorporating teaching strategies that promote historical thinking have been used to assess teachers' progress toward project goals. (See Appendix E – Observation Framework) These are being used by teachers for self-assessment, by project faculty for project assessment and by faculty mentors to guide teachers' progress.

In spring 2003, the newly added second cohort completed a detailed written needs assessment similar to that of the first cohort. The results for the two groups were compared and plans for the second summer institute were shaped around the needs expressed at that point. The analysis revealed the second cohort had more advanced degrees and training and better preparation in American history than the first cohort. Because of the deficits in content knowledge of the first cohort, the first institute was designed with sessions arranged chronologically to cover the entire scope and sequence of the American history survey course. With the apparent increased level of content preparation documented in the second cohort, the second institute was built around the theme of "Turning Points in American History", and was aimed at depth rather than breadth of coverage.

Another example of meeting the teachers at their point of need related to the design of the pedagogy sessions in the second institute. In terms of instructional practices, the second cohort reported significantly greater use of primary sources (100% vs. 40%), map skills (100% vs. 45%), film, video and music (96% vs. 60%), and more projects and web-based learning. Even the practices listed as least used, such as historical artifacts, fieldtrips, multimedia, historical fiction and first person narratives were used more by the second cohort than the first. The second cohort also listed "doing history" as the most important strategy to learn about during the institute. They were more open to these historical analysis skills, (McRAH Strategies) and the institute was therefore designed to include more participatory sessions on these topics. Teacher teams were created to produce revised unit projects during the institute, as opposed to more general individual projects that were created during the first institute. Taking advantage of varying degrees of expertise on the part of teachers worked well in these cross-district teams.

We felt confident in creating this structure based on the points of need of the two cohorts,

as they existed in spring of 2003. We further assessed the teachers' "point of need" using a concerns-based developmental model. Surveys were administered on the first day of the 2003 institute that confirmed similarities in the two cohorts on many measures. (See Appendix F – Using McRAH Strategies, parts 1 & 2) Teachers were asked to rate their current use of the McRAH Strategies (See Appendix D) on an eight-point scale from nonuse to renewal. On almost every measure the profile of fellows and second cohort strategy use was similar, with several exceptions. Fellows indicated a higher level of use of the techniques of artifact analysis, use of counterfactual approaches, perspective taking exercises, and use of familiar, familial and community connections to propose historical links. Interestingly, all of these methods were highly stressed in the first year of McRAH. Teachers were also asked to rate their level of concern about using the strategies on a six point scale from negative through concerned to confident and excited. Again the overall picture of responses from the fellows and second cohort were quite similar. Items that showed differences between the two cohorts, with the fellows expressing more confidence, were historical artifact analysis, use of narrative approaches and community connections. In terms of the nature of the concerns expressed, the most common was not knowing enough about the strategy. This was not unexpected at the start of the institute. However, overall, the most common response expressed was confidence with trying the strategies. These survey measures will be repeated at the end of the academic year and analyzed for differences in levels of use and concerns, in terms of the teachers' developmental level.

Given the similarities and differences in the two cohorts, structuring collaboration between the two groups was paramount to the success of McRAH's professional development goals. The key piece of collaboration during the institute was the history unit project teams. Teams were assigned consisting of a Waukegan fellow, Waukegan teacher and a non-Waukegan teacher, with both middle school and high school represented. These collaborations proved fruitful, with units showing a clear rethinking of teaching American history being produced. These collaborations were also highly rated by participants in their final evaluations of the institute.

Finally, two other professional development challenges were addressed; those being the need to achieve content relevant goals and the continuation of the model over the long-term. As has been presented, the content focus was achieved through close collaboration with the American historians as partners in the development and presentation of the history content. This

was reflected in the design of the history sessions for the two institutes, and the difference between them, as previously discussed. The challenge of maintaining the long-term nature of the model is being addressed through the establishment of an innovative, on-line collaborative community, as well as by the ongoing implementation of peer observation teams, previously described.

Comments from the teachers' final evaluations of the second summer institute illustrate the success the program has had in meeting not only its goals, but the challenges of professional development activities. Teachers' comments on the institute as a professional development experience included: "The history professors reminded me how and why I fell in love with U.S. history, and the pedagogy session gave me tools to help my students fall in love with history too"; "I feel the institute has rejuvenated my teaching"; "the integration of the pedagogy with the history along with the practice project made the institute real, active and useful"; "the community that McRAH has built will be a invaluable resource for me in developing my lessons; "this kind of professional development – hand-on- is most beneficial." Teachers also told us how their classrooms will be different in the coming year as a result of McRAH. These comments included: "my classroom will include more, very focused, very carefully selected primary documents"; "my classroom will become a room of total "investigation" about everything that we will do";" I will cut down my lecturing tremendously by using more student centered activities. I will be using as many primary sources as possible. I am going to turn the textbook into a reference resource, instead of a crutch"; "I will create a more student-centered atmosphere with active learners "doing" history."

Plans for the final year reinforce the emphasis on all these challenges, including content goals and long term collaboration. Our on-line community is set up so that peer observation teams can communicate directly to each other through a bulletin board feature and the peer observation teams are already visiting each others' classrooms for observation and discussion, using a modified McRAH observation framework. Teachers are journaling weekly on their use of McRAH strategies and reporting quarterly on the progress toward reaching their individually established goals through the use of their Instructional Change Plans. Plans are also underway for disseminating results through the fellows' newsletter, a panel presentation at the National Council for the Social Studies Conference and the upcoming McRAH Concluding Symposium.

In summary, the goals of McRAH as a model of best practices in professional development are being met successfully at this formative stage. The overall goal to develop, evaluate and disseminate a high-quality, cohesive model of in-service professional development for grade 6-12 teachers of American history, including sustained and ongoing collaboration with scholarly institutions in their local areas can be seem in the progress and products the participants have achieved and created. In terms of the objectives and outcomes McRAH delineated we also see progress. Participants have demonstrated high levels of collegiality, expressed a diminished sense of isolation, and an enhanced sense of professionalism, through collaboration with Lake Forest colleagues, one another, and The Chicago Historical Society, as is evident in their evaluation comments. We have realized this objective by a measurable increase in teacher-initiated consultations with other school districts, colleges, and historical organizations and the development of collegial networks --electronic and social--and assessment tools, such as the observation frameworks, for the use of peers, faculty and mentors.

The demonstration of the second objective can be seen as participants are disseminating improved practices to other teachers, both within and outside of their buildings, (both in formal and informal settings) by means of print and on-line teacher portfolios, with lesson and unit plans, student work samples, and videotapes of lessons, as well as increased and continuing assessment, and sharing as part of improved practices. This is happening through our website where fellows projects and institute unit projects are displayed (www.lfc.edu/mcrah), through peer observation teams and ongoing collaborations. In conclusion, McRAH has developed, implemented and assessed a range of best practices in professional development. The key to success in all of these components has been the focus on beginning the process with a detailed, well thought out needs assessment to determine the participants' "point of need", structuring the subsequent professional development activities to meet these identified needs, and adjusting activities as the identified "point of need" changes. By employing these elements, it is believed that this model of collaborative professional development can be applied to enhance professional development in other educational settings.

List of Appendices

Appendix A – McRAH grant Table B – Participant Activities (Three-year flow chart)

Appendix B – McRAH grant Table A – McRAH Design (Goals, Objectives and Outcomes)

Appendix C – Phase One Needs Assessment

Appendix D. – McRAH Strategies

Appendix E – McRAH Peer Observation Team Observation/Conversation Strategy Checklist

Appendix F – Participant Survey on Use and Concerns Regarding McRAH Strategies

GOALS	PERFORMANCE OBJECTIVES	OUTCOMES	PRODUCTS
1. Raise student achievement and engagement by improving teachers' knowledge, understanding, teaching strategies and appreciation of American History	1.1. Demonstrate a clear **re-thinking of the teaching of the traditional survey course** in American history, structurally as well as thematically, with a renewed emphasis upon a reformulated **historical literacy** of the American past.	**1.1.1 Measurable changes in the nature of the survey course** in secondary American History, with renewed emphasis on **historical literacy skills** that will result in a broader vision of the "doing" of history.	**1.1.1.1 Revised course objectives** that reflect students' increased ability to do the work of historians by a. constructing explanatory frameworks for understanding b. read historical facts, c. develop and evaluate multiple causation models, d. value the role of perspective in understanding history. **1.1.1.2 Revised Unit Plans** showing increased thematic structure of units: a. in terms of American history's major trends, b. key turning points, c. the roles of influential individuals and groups, d. emphasis upon its multiple spatial, temporal and cultural forms, e. broad use of resources, including up-to-date technological resources. **1.1.1.3 Revised lesson plans** that emphasize the processes of historical analysis through: a. use of multiple primary resources b. skill in primary document interpretation c. analysis of statistical data and tables

BEST COPY AVAILABLE

Appendix A

TABLE A
McRAH: DESIGN

GOALS	PERFORMANCE OBJECTIVES	OUTCOMES	PRODUCTS
1. Raise student achievement and engagement by improving teachers' knowledge, understanding, teaching strategies and appreciation of American History	**1.2. Devise teaching strategies for engaged learning in accordance with established standards** including the use of **new academic technologies.**	**1.2.1 Measurable changes in classroom practice** that demonstrate increasingly informed, engaging teaching of the broad scope of American history.	**Teacher portfolios that contain:** **1.2.1.1 Authentic assessment products** including increased use of historical artifact analysis and primary document based questions. **1.2.1.2 Teacher records of self-reflection** with a focus on engaged teaching as evidenced by an increase in use of critical thinking questions, increased student participation in classroom discussion and a focus on encouraging student-generated inquiry. **1.2.1.3 Classroom profiles of** increased student engagement as evidenced by increased student to student discussion, increased student participation, higher attendance rates, higher pass rate, and more homework completed. **1.2.1.4 Student work samples** including evidence of the appropriate integration of technological skills and products.

BEST COPY AVAILABLE

TABLE A
McRAH: DESIGN

GOALS	PERFORMANCE OBJECTIVES	OUTCOMES	PRODUCTS
2. Develop, document, evaluate and disseminate a high-quality, cohesive model of in-service professional development	**2.1 Promote collegiality**, diminish teacher isolation, and enhance a sense of professionalism **through collaboration** with other school districts, colleges, and historical organizations .	**2.1.1 Increase in teacher-initiated consultations** with project staff, faculty and peers as the project unfolds. **2.1.2 Increased use of resources** and staff of the Chicago Historical Society and the National Council for History Education.	**2.1.1.1 Strategies for the development of Collegial networks** in the form of study groups, mentorship groups, peer mentoring relationships both within school sites and between school sites showing an increased level of comfort with sharing resources, ideas and problems. **2.1.1.2 Assessment** tools and processes for supervisors, mentors, and administrator use for individual teacher development using a concerns-based, developmental model for instructional change and implementation of curriculum changes. **2.1.2.1 On-line cases for use by teacher study groups** at other school district sites demonstrating increased confidence in the use of community, museum and technological resources.

BEST COPY AVAILABLE

TABLE A
McRAH: DESIGN

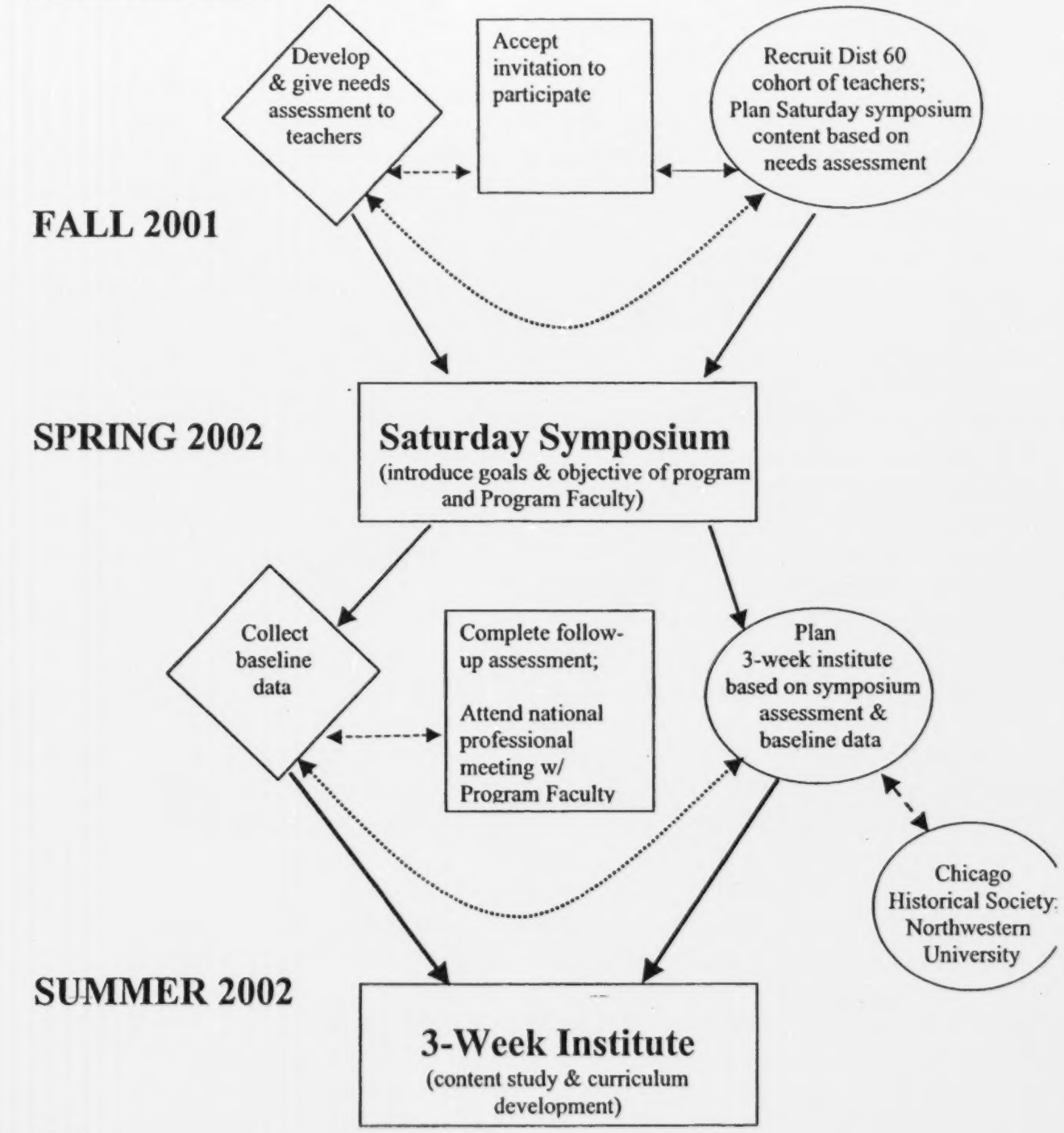
GOALS	PERFORMANCE OBJECTIVES	OUTCOMES	PRODUCTS
2. Develop, document, evaluate and disseminate a high-quality, cohesive model of in-service professional development	**2.2 Dissemination of improved practice to other teachers.**	**2.2.1 Dissemination through teacher-generated products of practice.** 2.2.2 Increased engagement in ongoing assessment and sharing as part of improving practice.	**2.2.1.1 Teacher portfolios** (print and on-line forms) to include unit plans, lesson plans, student work samples and teacher response/analysis, videotapes of lessons, and response/evaluation done by colleagues within the project. **2.2.2.1 Action research projects** to be shared in a symposium and published form to facilitate the sharing of analysis tools for understanding how teaching practices are assessed through the study of student response to instruction.

BEST COPY AVAILABLE

TABLE A
McRAH: DESIGN

TABLE B
McRAH: PARTICIPANT ACTIVITIES

YEAR ONE – 2001-2002


Develop & give needs assessment to teachers
Accept invitation to participate
Recruit Dist 60 cohort of teachers; Plan Saturday symposium content based on needs assessment
FALL 2001
SPRING 2002
Saturday Symposium
(introduce goals & objective of program and Program Faculty)
Collect baseline data
Complete follow-up assessment;
Attend national professional meeting w/ Program Faculty
Plan 3-week institute based on symposium assessment & baseline data
Chicago Historical Society; Northwestern University
SUMMER 2002
3-Week Institute
(content study & curriculum development)

KEY:

TDC & Evaluators

Teacher Participants

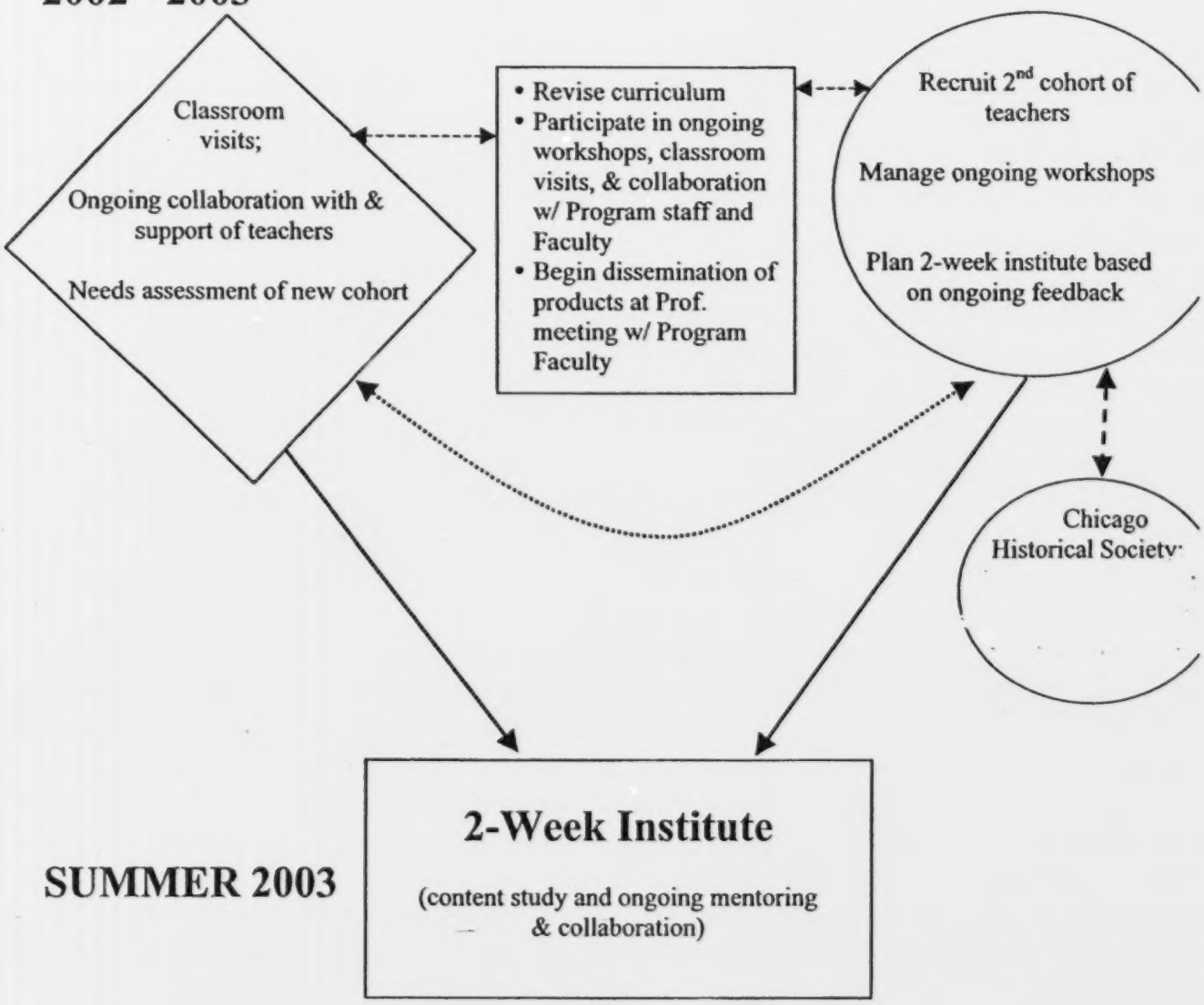
Program Staff & Faculty

BEST COPY AVAILABLE

Appendix B

TABLE B
McRAH: PARTICIPANT ACTIVITIES

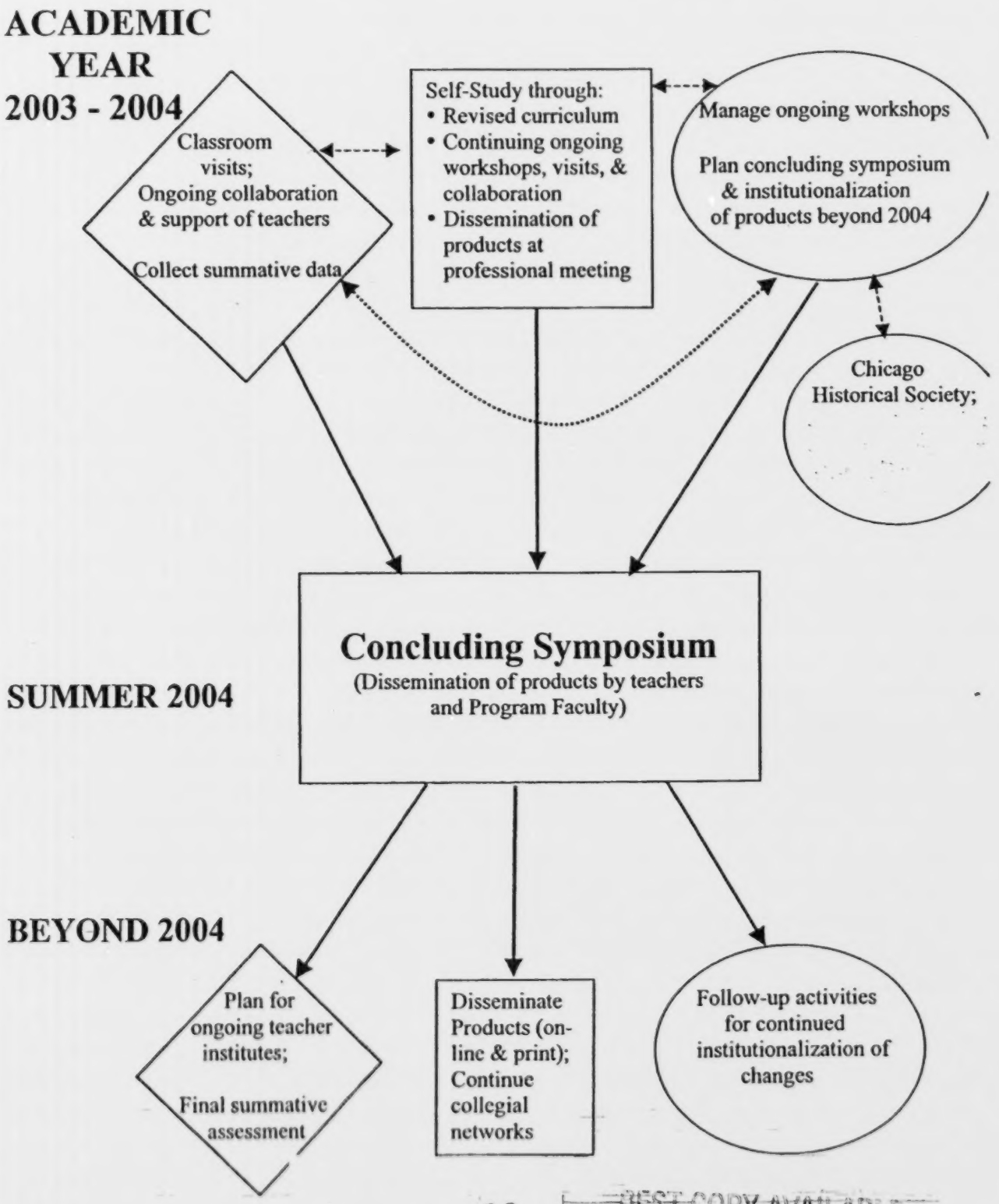
YEAR TWO – 2002-2003


ACADEMIC YEAR 2002 - 2003
Classroom visits;
Ongoing collaboration with & support of teachers
Needs assessment of new cohort
• Revise curriculum
• Participate in ongoing workshops, classroom visits, & collaboration w/ Program staff and Faculty
• Begin dissemination of products at Prof. meeting w/ Program Faculty
Recruit 2nd cohort of teachers
Manage ongoing workshops
Plan 2-week institute based on ongoing feedback
Chicago Historical Society
SUMMER 2003
2-Week Institute
(content study and ongoing mentoring & collaboration)

BEST COPY AVAILABLE

TABLE B
McRAH: PARTICIPANT ACTIVITIES

YEAR THREE – 2003-2004


ACADEMIC YEAR 2003 - 2004
Classroom visits; Ongoing collaboration & support of teachers
Collect summative data
Self-Study through:
• Revised curriculum
• Continuing ongoing workshops, visits, & collaboration
• Dissemination of products at professional meeting
Manage ongoing workshops
Plan concluding symposium & institutionalization of products beyond 2004
Chicago Historical Society;
SUMMER 2004
Concluding Symposium
(Dissemination of products by teachers and Program Faculty)
BEYOND 2004
Plan for ongoing teacher institutes;
Final summative assessment
Disseminate Products (on-line & print); Continue collegial networks
Follow-up activities for continued institutionalization of changes

BEST COPY AVAILABLE

NEEDS ASSESSMENT – PHASE I

Purpose: to gather information to help the McRAH faculty determine the content of the April 6 symposium and the summer institute (June 13 – July 3)

Section 1 – PARTICIPANT BACKGROUND INFORMATION

Name: _____

School: _____

Undergraduate Major: _____

Undergraduate minor: _____

Semester hours in American History:

Undergraduate: ____0 hrs; ____ < 5 hrs; ____ 5 – 8 hrs; ____ 9 - 16hrs; ____ > 16 hrs

Graduate: ____0 hrs; ____ < 5 hrs; ____ 5 – 8 hrs; ____ 9 – 16hrs; ____ > 16 hrs

Section II – PARTICIPANTS' CURRENT INSTRUCTIONAL PRACTICES

A. Check the choice that describes whether or not you currently use the following practices to prepare for teaching your history/ social studies classes.

Computer Use:

1. Do you own your own computer?
   yes _____ no _____ Windows?_____ Mac? _____
2. Do you use email?
   yes _____ no _____
3. Do you use the Internet?
   yes _____ no _____
4. Do you use word processing software?
   yes _____ no _____

Instructional Preparation:

1. Do you use primary source evidence?
   yes _____ no _____
2. Do you use internet research
   yes _____ no _____

BEST COPY AVAILABLE

Appendix C

B. Check the choice that describes whether or not you currently use the following as in-class activities or for student assignments:

1. Use of primary source materials by students (diaries, letters, documents, speeches, music, photographs, paintings, prints):
   yes _____ no _____
2. Historical artifact analysis:
   yes _____ no _____
3. Fieldtrips to museums/ libraries:
   yes _____ no _____
4. Web-based learning (virtual fieldtrips, internet research by students, web quests)
   yes _____ no _____
5. Use of first-person narratives (Written/ oral dramatizations):
   yes _____ no _____
6. Use of commercial/ popular film, video, and music:
   yes _____ no _____
7. Interpretation of statistical data:
   yes _____ no _____
8. Graphic representation of statistical data:
   yes _____ no _____
9. Map skills/ interpretation/ analysis:
   yes _____ no _____
10. Lecture:
    yes _____ no _____
11. Class discussion:
    yes _____ no _____
12. Small group collaborative projects/ project-based learning:
    yes _____ no _____
13. Individual term/research papers:
    yes _____ no _____
14. Simulations/ role plays/ debates:
    yes _____ no _____
15. Use of historical fiction:
    yes _____ no _____
16. Thematic approach to history ("liberty vs. order", "cultural diversity", "conflict & cooperation")
    yes _____ no _____
17. Interdisciplinary units ("history & science", "history & literature")
    yes _____ no _____
18. Multimedia presentations (PowerPoint, Hyperstudio)
    yes _____ no _____

From the above eighteen (18) choices, list the item numbers of the top five (5) instructional practices you now use most often in your classroom.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Section III – TOPICS FOR FUTURE WORKSHOPS

A. Check the choice that describes whether or not you feel each of the strategies listed in this section is important to be used in the teaching of American History. These are potential topics for McRAH training sessions.

Instructional Strategies:

1. use of primary documents
   _____ yes _____ no
2. artifact analysis
   _____ yes _____ no
3. use of museum resources
   _____ yes _____ no
4. use of first person narratives
   _____ yes _____ no
5. web-based learning strategies
   _____ yes _____ no
6. distance learning
   _____ yes _____ no
7. alternative assessment/ project based learning
   _____ yes _____ no
8. thematic approach to history
   _____ yes _____ no
9. putting events into a larger historical context
   _____ yes _____ no
10. students "doing" history/ "being historians"
    _____ yes _____ no
11. interdisciplinary approach
    _____ yes _____ no
12. history as the study of change and continuity over time
    _____ yes _____ no

From the above twelve (12) instructional strategies, list the item numbers of the four (4) most important strategies that you want to learn about in McRAH training sessions

1. _____ 2. _____ 3. _____ 4. _____

B. Check the choice that describes whether or not it is important for students to learn the content area listed in the American History course you teach / would teach.

Content areas:

1. Discovery & exploration
   _____ yes _____ no
2. British North American & colonization
   _____ yes _____ no
3. Founding of our nation (1765-1820)
   _____ yes _____ no
4. American Revolution
   _____ yes _____ no

5. Constitution
_____ yes _____ no
6. Federalist era
_____ yes _____ no
7. America in the age of Lincoln
_____ yes _____ no
8. Slavery and resistance
_____ yes _____ no
9. Sectionalism and growth/ national expansion (1815-1850)
_____ yes _____ no
10. Civil War & reconstruction
_____ yes _____ no
11. African-American history
_____ yes _____ no
12. American Presidency
_____ yes _____ no
13. Rise of industrial America
_____ yes _____ no
14. Labor, immigrants
_____ yes _____ no
15. Latin American migration to the U.S.
_____ yes _____ no
16. Urban history
_____ yes _____ no
17. Imperialism/ U.S. as a world power (1890 – 1920)
_____ yes _____ no
18. Progressive era
_____ yes _____ no
19. World War I
_____ yes _____ no
20. Depression & New Deal
_____ yes _____ no
21. World War II
_____ yes _____ no
22. Cold War
_____ yes _____ no
23. Civil rights
_____ yes _____ no
24. Vietnam era
_____ yes _____ no
25. Post Watergate domestic policy
_____ yes _____ no
26. Post Cold War foreign policy
_____ yes _____ no
27. Women's history and gender relations
_____ yes _____ no
28. Popular culture in history
_____ yes _____ no
29. Multicultural history
_____ yes _____ no

From the above twenty-nine (29) content areas, list the item numbers that you feel are the ten (10) most important areas for you to teach in your American History curriculum.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

6. _____ 7. _____ 8. _____ 9. _____ 10. _____

From the above twenty-nine (29) choices, list the item numbers of the top five (5) content areas in which you have the *strongest* knowledge.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

From the above twenty-nine (29) choices, list the item numbers of the top five (5) content areas you most *need* to learn about in future McRAH sessions.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

C. <u>Check the choice</u> that describes whether or not you feel the activity is an <u>effective method of professional development</u>.

Professional development:

1. attending professional conferences
   _____ yes _____ no
2. peer support and mentoring groups
   _____ yes _____ no
3. on-going support of museum/ college faculty
   _____ yes _____ no
4. web-based online colleague discussion groups
   _____ yes _____ no
5. classroom observations and feedback
   _____ yes _____ no
6. self-study of classroom practices
   _____ yes _____ no
7. action research (close examination and analysis of your own classroom practice)
   _____ yes _____ no
8. making presentations at professional conferences
   _____ yes _____ no

From the above eight (8) choices list the item numbers of the top three (3) areas of professional development you would be most interested in exploring during McRAH.

1. _____ 2. _____ 3. _____

<u>Section IV – Your "Wish List" - Use the back of this page to answer the following items.</u>

1. Describe any other information you feel we need from you to help us plan this summer's institute?

2. List any other questions, comments or concerns?

McRAH Strategies

1. Use of Primary Documents and Document Based Questions
2. Historical artifact analysis
3. Use of "doing history" classroom activities (contextual analysis to question historical interpretations; present more than one possible cause for historical events and have students evaluate; use historical fact as evidence for arguments; student presentations of interpretations)
4. Use of "doing history" research assignments (where historical interpretations are questioned, students research for facts and counterfacts to build an argument for why historical events took place as they did)
5. Thematic instruction including variety of textual resources
6. Use of conceptual questions to organize lecture material
7. Use of graphic organizers, interactive note-taking and maps to develop main concepts
8. Use of Images/Media/Multimedia/Technology as sources for historical interpretation
9. Use of counterfactual approach (What would have happened if)
10. Use of narrative approaches including guided imagery for response
11. Perspective-taking exercises: role-plays, scenarios, inclusive subjects and conditions, present-minded responses put in historical context, impact of individuals on history
12. Use of familiar, familial, and community connections to propose historical links

BEST COPY AVAILABLE

McRAH Peer Observation/ Conversation Strategy Checklist

Place a check next to those strategies that you observe in your peer observation. Put a plus sign next to those that come up in your discussion of the observation or of teaching practices in general.

General-History

_____uses broad, significant themes rather than facts without context

_____"does" historical analysis of primary documents or other forms of analysis with students as part of classroom discussion/ activity

_____teaches students how to ask historical questions

_____uses counterfactual approach ("What would have happened if…")

_____uses artifact analysis

_____uses maps, photos or artifacts to develop main concepts

_____employs perspective-taking exercises to explore historical events
- _____role-play
- _____scenarios
- _____inclusive subjects (gender, ethnicity, class) and conditions
- _____"present-minded" responses ("If that were I, I'd…") put in historical context
- _____impact of individuals on history

_____presents students with more than one possible cause for historical events

_____develops vertical chronology in addition to horizontal chronology

_____uses the familiar (e.g. "I Have a Dream" or the circus) to link to theme or concept

_____explores "local" aspects to develop larger picture

_____emphasizes continuity of past and future in individual events

_____groups key events to propose historical links

Other/Comment:

BEST COPY AVAILABLE

Appendix E

Strategies and Methodology: General

____uses informal and formal writing assignments to practice historical analysis techniques

____guides lesson through print resources (outlines; lecture notes, slides, video clips)

____employs a variety of techniques, including but not limited to brainstorming, analysis, graphic representation of ideas

____employs "prescriptive" note-taking (student responses culled for main points; students "fix" notes accordingly)

____models reading historical texts using skills appropriate to lesson purpose and design

____relies on text as one of many tools rather than sole course resource

____provides evidence of content analysis
- ____conceptual questioning
- ____essential knowledge
- ____important facts
- ____supportive detail

____develops student autonomy (develop own questions; take a different point of view)

Other/ Comment:

BEST COPY AVAILABLE

Particular McRAH Strategies:

Primary Sources/Document Analysis

____introduces/models appropriate reading and critical thinking strategies before assigning primary documents

____uses primary source documents to introduce history unit/lesson

____models reading primary source documents to
- ____compare past and current English language usage
- ____connect students with historical figures
- ____determine author's tone or purpose
- ____analyze several documents as evidence for a conclusion
- ____discover information beyond the document's main subject or stated purpose
- ____reflect on society at large or change in society over time
- ____understand document's meaning in its time frame and today

Media/Multimedia/Technology

____models analysis of photographs, posters, art to establish historical context and perspective

____uses music to establish historical context

____uses folktales, other literature to
- ____establish historical context
- ____support or explore textbook ideas on a different level

____uses still images as text for students to "read" for evidence

____uses film clips to support theme

____employs web-based instruction to effectively research and/or re-evaluate historical questions

____uses web-based instruction in conjunction with text- or other-based reading assignment

____develops student autonomy (develop own questions; take a different point of view) through web-based assignments

Other/comment:

BEST COPY AVAILABLE

Summary of lesson:

When did the students seem particularly engaged?

What seemed to be new or most challenging for the teacher and/or the students?

Summary of Discussion:

What did you learn from this visit that you want to try in your own classroom?

How have your goals as a teacher of US History been influenced by this discussion/observation?

BEST COPY AVAILABLE

Using McRAH Strategies

Name _____

For each of the following McRAH strategies, rate your current use of the strategy using the following scale:

0 – *Nonuse*: little or no knowledge, no involvement, or use of strategy
1 – *Orientation*: have explored or is exploring the value and demands of using the strategy
2 – *Preparation*: preparing for first use of the strategy
3 – *Mechanical Use*: focusing most effort on the short-term, day-to-day use of the strategy; somewhat disjoined and superficial use
4 – *Routine*: use of the strategy is stabilized; few if any changes are being made in ongoing use
5 – *Refinement*: varying the use of the strategy to increase the impact on students
6 – *Integration*: combining own efforts to use the strategy with related activities of colleagues
7 – *Renewal*: seeking major modifications of strategies to achieve increased impact on students and explore news goals for self

Circle the number that best represents your use of the strategy *at this time*.

1. Use of Primary Documents and Document Based Questions

   0 1 2 3 4 5 6 7

2. Historical artifact analysis

   0 1 2 3 4 5 6 7

3. Use of "doing history" classroom activities (contextual analysis to question historical interpretations; present more than one possible cause for historical events and have students evaluate; use historical fact as evidence for arguments; student presentations of interpretations)

   0 1 2 3 4 5 6 7

4. Use of "doing history" research assignments (where historical interpretations are questioned, students research for facts and counterfacts to build an argument for why historical events took place as they did)

   0 1 2 3 4 5 6 7

BEST COPY AVAILABLE

5. Thematic instruction including variety of textual resources

0 1 2 3 4 5 6 7

6. Use of conceptual questions to organize lecture material

0 1 2 3 4 5 6 7

7. Use of graphic organizers, interactive note-taking and maps to develop main concepts

0 1 2 3 4 5 6 7

8. Use of Images/Media/Multimedia/Technology as sources for historical interpretation

0 1 2 3 4 5 6 7

9. Use of counterfactual approach (What would have happened if

0 1 2 3 4 5 6 7

10. Use of narrative approaches including guided imagery for response

0 1 2 3 4 5 6 7

11. Perspective-taking exercises: role-plays, scenarios, inclusive subjects and conditions, present-minded responses put in historical context, impact of individuals on history

0 1 2 3 4 5 6 7

12. Use of familiar, familial, and community connections to propose historical links

0 1 2 3 4 5 6 7

Adapted from: Procedures for Adopting Educational Innovations/ CBAM Project, R & D Center for Teacher Education, The University of Texas at Austin, 1974.

BEST COPY AVAILABLE

Using McRAH Strategies
Issues and Concerns

Name _____

For each of the McRAH strategies listed below, rate how you feel about using the strategy with the following two steps:

Step One: Using the following scale, circle the number that best represents your feelings about the strategy *at this time.*

Negative	Concerned	Indifferent	Tentative	Confidant	Excited
1	2	3	4	5	6

Step Two: *If you circle Concerned (2)* for a strategy, please also rate the level of your concern using the following statements:

1. **I am concerned about students' attitudes towards this strategy.**
2. **I am not sure I know enough about this strategy to use it effectively.**
3. **I am concerned about not having enough time to implement this strategy.**
4. **I am not interested about learning the use of this strategy.**
5. **I would like to know how my role as a teacher would change when I use this strategy.**
6. **I am concerned about my inability to manage all the strategy requires.**
7. **I am concerned about evaluating the impact of this strategy on my students.**
8. **I would like to excite students about their part in this strategy.**
9. **I am concerned about working with nonacademic problems as I use this strategy.**
10. **I would like to coordinate my effort with other teachers to maximize the strategy's effects.**
11. **I would like to know how this strategy is better that what I am currently doing.**
12. **I have some ideas to share about modifications of this strategy.**

1. Use of Primary Documents and Document Based Questions

   1 2 3 4 5 6

   Concern: _____

2. Historical artifact analysis

   1 2 3 4 5 6

   Concern: _____

BEST COPY AVAILABLE

3. Use of "doing history" classroom activities (contextual analysis to question historical interpretations; present more than one possible cause for historical events and have students evaluate; use historical fact as evidence for arguments; student presentations of interpretations)

1 2 3 4 5 6

Concern: _____

4. Use of "doing history" research assignments (where historical interpretations are questioned, students research for facts and counterfacts to build an argument for why historical events took place as they did)

1 2 3 4 5 6

Concern: _____

5. Thematic instruction including variety of textual resources

1 2 3 4 5 6

Concern: _____

6. Use of conceptual questions to organize lecture material

1 2 3 4 5 6

Concern: _____

7. Use of graphic organizers, interactive note-taking and maps to develop main concepts

1 2 3 4 5 6

Concern: _____

8. Use of Images/Media/Multimedia/Technology as sources for historical interpretation

1 2 3 4 5 6

Concern: _____

9. Use of counterfactual approach (What would have happened if)

1 2 3 4 5 6

Concern: _____

BEST COPY AVAILABLE

10. Use of narrative approaches including guided imagery for response

1 2 3 4 5 6

Concern: _____

11. Perspective-taking exercises: role-plays, scenarios, inclusive subjects and conditions, present-minded responses put in historical context, impact of individuals on history

1 2 3 4 5 6

Concern: _____

12. Use of familiar, familial, and community connections to propose historical links

1 2 3 4 5 6

Concern: _____

Adapted from: Procedures for Adopting Educational Innovations/ CBAM Project, R & D Center for Teacher Education, The University of Texas at Austin, 1974.

BEST COPY AVAILABLE

References

Guskey, T. (1986). Staff development and the process of teacher change. Educational Researcher, 15 95), 5-12.

Hall, G.E., R. Wallace and W. Dossett. (1973) *A Developmental Conceptualization of the Adoption Process Within Educational Institutions.* Austin, Texas: University of Texas.

Hassel, E. (1999). Professional development: Learning from the Best: A toolkit for schools and districts based on the national awards program for model professional development. Oak Brook, IL: North Central Regional Educational Laboratory

Illinois State Board of Education. (1999-00). *Illinois School Report Card.* ISBE

Jones, L. Hayes, A. (1980). How valid are surveys of teachers needs? Educational Leadership, 37 (5), 390-392.

Peters, K.H., and March, J.K. (1999). Collaborative observation: Putting classroom instruction at the center of school reform. Thousand Oaks, CA: Corwin Press, Inc.

Schwartz, Donald. "Using History Departments to Train Secondary Social Studies Teachers: A Challenge for the Profession in the 21st Century." *The History Teacher* (34:1, 11/2000), Found at http://www.historycooperative.org/journals/ht/34.1/schwartz.html--6/13/01

Wilson, Suzanne M., and Gary Sykes. (1989) "Toward Better Teacher Preparation and Certification." In Paul Gagnon, ed., *Historical Literacy: The Case for History in American Education.* Boston: Houghton Mifflin.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC Educational Resources Information Center

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Best Practices in Professional Development: Meeting Teachers at their "Point of Need"	
Author(s): Rachel E. Ragland	
Corporate Source:	Publication Date: Oct 17, 2003

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1 ↑ ☑

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) *and* paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A ↑ ☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B ↑ ☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: Rachel E Ragland	Printed Name/Position/Title: Rachel E. Ragland / Assistant Prof.
Organization/Address: Lake Forest College, 555 N. Sheridan Rd, Lake Forest, IL 60047	Telephone: 847-735-5198 FAX: 847-735-6192
	E-Mail Address: ragland@LFC.edu Date: 10/17/03

(Over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC CLEARINGHOUSE ON ASSESSMENT AND EVALUATION
UNIVERSITY OF MARYLAND
1129 SHRIVER LAB
COLLEGE PARK, MD 20742-5701
ATTN: ACQUISITIONS

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: ericfac@inet.ed.gov
WWW: http://ericfacility.org

EFF-088 (Rev. 2/2001)